



**Winter
2005**

Heritage Lessons



Bringing you the People and Places of Heritage Education — Louisiana

Looking Forward

In the past four years as program manager, Sheila Richmond has built Heritage Education—Louisiana into a world-class educational program successfully tackling the challenge of incorporating cultural resources into a cross-curriculum format that works anywhere in the country.

Sheila has decided to take a break from full-time work and is now associated with the Louisiana Voices program. We wish her the best and hope to build on the strong foundation she established. We will be advertising her position soon; in the meantime, Kim Bowen, assistant program manager for Heritage Education, will be filling in and managing the program for us.

Looking ahead, the program still faces many challenges: addressing ever-stringent academic standards, finding partners to offset the effects of a tightening federal budget, and aggressively fulfilling the program's mandate to branch out into other states. Though these are big challenges, the program has one advantage big enough to surmount them all: you.

Teachers have always been the key to Heritage Education—Louisiana's success. As we search for a new program manager we hope you will stick with us and help us mold a brighter future for heritage education and Louisiana.



Teaching With GUSTO!



By Kim McCalister, P h . D .
NSU Department of Education

Heritage Education's thrust of cross curricular teaching supports active engagement by students at all ages. The tenets of stewardship, historic structures, cultural landscapes and archaeology are easily immersed into the Louisiana content standards but also engender enthusiasm when connected to a local place of interest.

Possibilities are limitless in regard to how Heritage Education can support the teaching of necessary knowledge and skills required by the LA grade level expectations (GLE). The merging of content areas or cross-curricular teaching has been shown to help create an optimum learning environment for all students by considering their emotional,

cognitive, social and physical learning systems (Dwyer, 2002). In comparing the brain to a jazz quartet, Roberts (2002) emphasizes the brain's many levels of complex interaction, having infinite possibilities for growth.

This expanded view of how we learn lends itself to heritage education's mission to use local cultural and historic resources to help students learn to appreciate and value their heritage. Examples include, but are not limited to, using grave yards to study population trends; using your town's main street to integrate historical architecture and geometry; or adopting a local plantation to study the food web.

The pressures of "teaching to the content standards" has been maximized by mandates at both the state and national levels. Louisiana's accountability system

along with No Child Left Behind (NCLB) have reduced the flexibility and creativity in teaching. The acronym GUSTO was developed to help you in creating lessons and units to teach according to the standards, across the curriculum and incorporate the tenets of Heritage Education. GUSTO is a word that evokes passion and excitement; the aim is for your teaching to do the same for both you and your students.

The "G" in GUSTO represents GLE alignment. This is critically important in gaining the support of your fellow teachers, administrators and parents.

The "U" represents unified content areas. Multiple content areas are addressed in a real and relevant framework. Mathematics and science in particular are taken out of the theoretical or abstract and utilized in a real world setting.

The "S" represents site-based. Heritage Education strives to give students a sense of local pride and ownership; connecting to a place the students see on a regular basis engenders such pride.

The "T" supports technology. Availability varies greatly between schools; however, every effort must be made to incorporate technology into the documentation of this research. Finally, the "O" represents the fun students and teachers can have utilizing the tenets of Heritage Education into their classrooms.

Linking and Learning Louisiana

By Grace Carr
NCPTT Intern

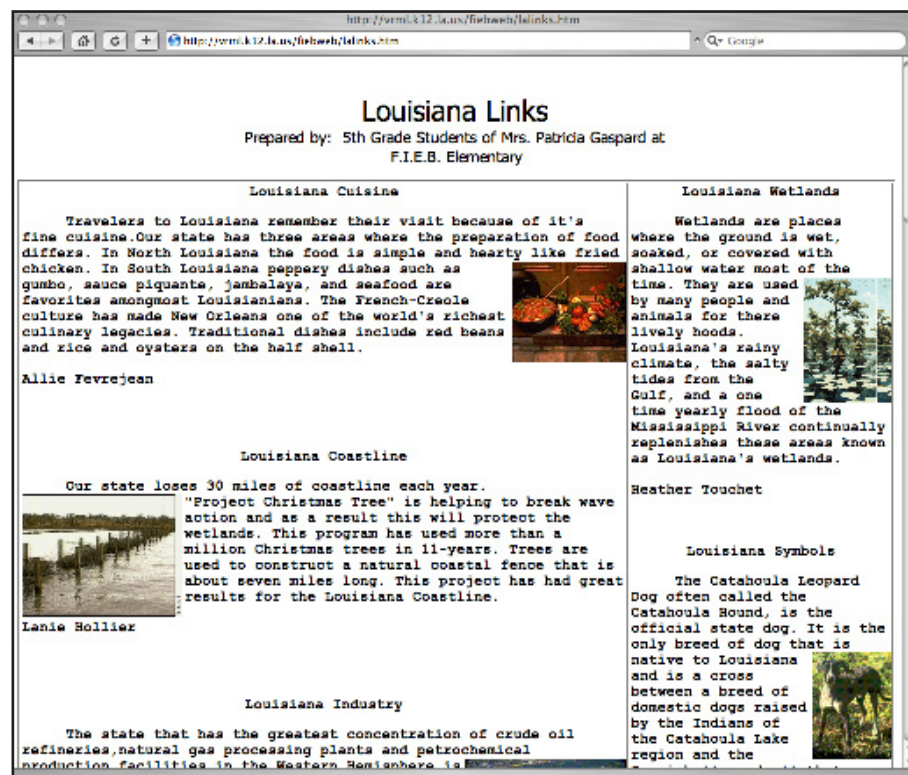
Technology has made many advances over the years. Perhaps the most important one has been the creation of the Internet. The Internet has made things possible that people never dreamed of twenty or thirty years ago. Teachers such as Patricia Gaspard at Forked Island E. Broussard Elementary School in Abbeville have incorporated the Internet into their Heritage Education projects.

Gaspard created the Louisiana Links Newsletter in 2001 as a way to teach her fifth grade students about Louisiana's history and culture. "Technology played a huge part in the success of this project," said Gaspard, "Students used the computer to research, compile, and publish a newsletter that students researched about Louisiana."

This gave students the opportunity to acquire skills they will need later for researching information and knowing how to put it together.

"We learned many interesting facts about the industries of Louisiana and

<http://vrml.k12.la.us/fiebweb/lalinks.htm>



Cemeteries can contain markers that have loose and potentially dangerous components. For your safety and for the good of the markers, don't touch any marker you're unsure is stable.

were excited to share the information they learned with others."

The newsletter currently has two issues, which can be found at <http://vrml.k12.la.us/fiebweb/lalinks.htm>. The newsletter is set up in a way that is easy to read, and there are pictures that accompany each article.

"Students enjoyed the project

tremendously as I did myself, which is always a good thing. Children always learn better if they are able to have fun while learning. To reach people with the newsletter, the project was publicized through a school newsletter sent out to all parents, through our parish library and the World Wide Web."

Heritage Education—Louisiana Grants Now Available!

Heritage Education—Louisiana, a program of NCPTT has begun taking applications for \$2,500 mini grants for teachers with school curriculum based projects relating to Louisiana's historic structures, archaeology, or cultural landscapes. Any Louisiana PreK-12 teacher is eligible, -- (as well as any librarian, special education teacher, or guid-

ance counselor dealing with the instruction of children).

Contact Kim Bowen at kim_bowen@contractor.nps.gov or call (318) 356-7444 for more information, or go to the Heritage Education – Louisiana site at www.heritage-ed.com. Electronic submissions are encouraged. The deadline for applications is March 25, 2005.



Livingston Parish teacher Patricia Sheffield's class visited the Creole House Museum as part of her Heritage Education mini grants project